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ABSTRACT

Presented is the script for a slide show on staff role and training, with emphasis on parent education, in an educational program for preschool children who are educable mentally handicapped and who have at least one other handicapping condition from the areas of hearing, vision, speech, orthopedic, or emotional disturbance. The main project objective is to provide intervention to help the children function more effectively in the home, in school, and in society. Representative slide commentaries discuss the organization of the precise early education of children with handicaps program, children's daily activities in small and large groups, participation by all members of the family, parent support and education, admission of child to program, parent role in learning activities in the home, family development, use of video and audio tapes to instruct the parents, home visits, and helping families with transportation and babysitting problems to encourage parent attendance at regular meetings. (CB)

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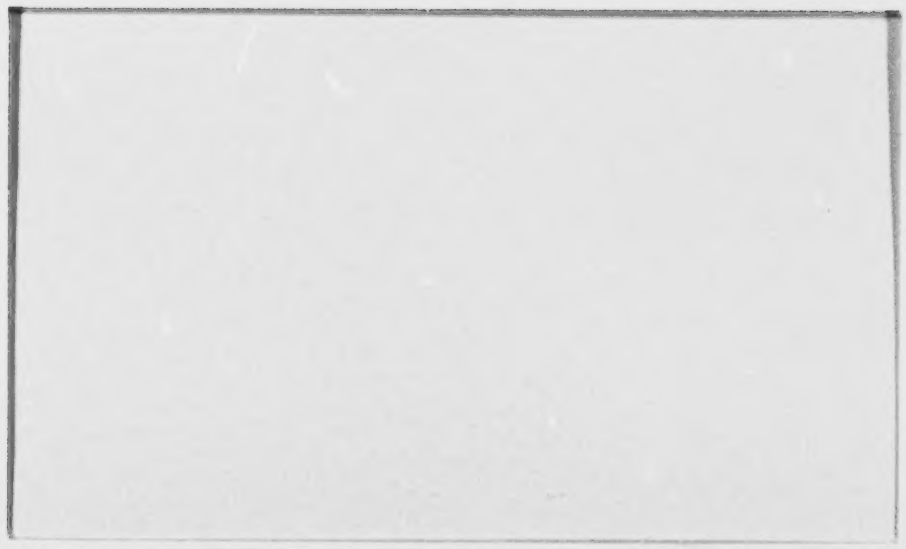
EARLY CHILDHOOD EDUCATION FOR HANDICAPPED CHILDREN

THE DEPARTMENT OF SPECIAL EDUCATION
THE UNIVERSITY OF TEXAS AT AUSTIN

STAFF TRAINING

A PROTOTYPE



A PUBLICATION OF:
Staff Training of Exemplary Early Childhood Education Centers for Handicapped Children

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THE UNIVERSITY OF TEXAS AT AUSTIN

Program for Staff Training of Exemplary Early Childhood Centers

for Handicapped Children

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P R E S E N T S

THE STAFF TRAINING PROTOTYPE SERIES

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STAFF TRAINING IN A UNIVERSITY SETTING

(Emphasis on Parent Training)

by

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Director, PEECH Project
University of Illinois

Vol.II No.5

The project presented or reported herein was performed pursuant to a Grant from the U. S. Office of Education, Department of Health Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

Today, parents are beginning to play ever increasing roles in the education of their children, especially when children are disadvantaged or handicapped. Schools and teachers, however, are not always prepared to work effectively with parents or families. * It is hoped that the ideas presented today will help school personnel, especially

#1 | FAMILY PARTICIPATION - A Model

teachers and paraprofessionals, develop an understanding of one approach to helping families actively participate in enhancing the educational development of their children.

There are many approaches that one might consider for working with a family. This approach to family participation * is based on a model that was developed for use in

#2 | THE PEECH PROGRAM

the PEECH Project. (Pause).

The term PEECH * stands for Precise Early Education of Children with Handicaps. (Pause).

#3 |
P recise
E arly
E ducation of
C hildren with
H andicaps

It is the title * of a cooperative project whose sponsors include the Department of Special Education, University of

#4

Cooperative Project of:

Department of Special Education, University of Illinois

Bureau of Handicapped, U.S.O.E.

Community Unit 116 Schools, Urbana, Illinois

Office of Superintendent of Public Instruction, State of Illinois

Illinois, the Urbana, Illinois, Bureau of Handicapped, U.S.O.E., Community Unit 116 Schools System, and the Illinois Office of Superintendent of Public Instruction.

Cooperative decision making for the project is provided by an Advisory Board * composed of representatives from

#5 Advisory Board

various disciplines and agencies. * (Pause)

#6 Collage of Letterheads

Members of the board are:

Director of Supportive Instructional Services, Champaign, Illinois, schools

Director of Special Education, Urbana, Illinois, schools

Director of the Department of Special Education Program Development and Evaluation, Illinois Office of the Superintendent of Public Instruction

Assistant Director of Deaf and Hard of Hearing, Department of Special Education Program Development and

Evaluation, Illinois Office of the Superintendent of Public Instruction

Director of the Instructional Materials Center for Visually Handicapped, Illinois Office of the Superintendent of Public Instruction

Director of ERIC for Early Childhood Education

Pediatrician

Parents--3 Parents of handicapped children - 1 from the community, 2 representatives of parents in the program

Associate Professor of Social Work

Associate Professor -- psychology, memory, learning, young children

* Senior Project Staff members are: Merle B. Karnes,

#7 | Karnes
Zehrbach
Teska |

R. Reid Zehrbach, and James A. Teska

* Graphic design for this presentation was by David Corona.

#8 | Corona |

* To facilitate a better understanding of the family participation program an overview of the entire project will be

#9 | PEECH - Adjustment |

presented at this time. The PEECH Project demonstrates an innovative approach to the early education of multiply handicapped children ages 3-5. Each child in the project is generally functioning in the educable mentally handicapped

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range and has at least one other handicapping condition from the areas of hearing, vision, speech, orthopedic, or emotional disturbance. The purpose of the project is to provide the best possible early education which will remediate or ameliorate their problems to help them function more effectively in the home, in school and in the larger society.

Among the distinguishing characteristics of the project are * (1) a structured classroom program; (2) a training

#10

1. structured classroom program
2. training program for staff
3. use of paraprofessional personnel
4. broad community involvement
5. Active Family Participation

program for staff; (3) use of paraprofessionals; (4) broad community involvement; and (5) active family participation.

* The structure classroom program involves the use of

#11 A classroom picture

carefully designed instructional activities conducted by teachers, parent members, and paraprofessionals in small and large group settings (pause) three to four adults work with approximately 10 children for 3-4 hours per day in the classroom setting. In each small group *

#12 Small Group Slide

specific behavioral objectives are established * for each child according to his needs and handicaps, whether they be intellectual, social, emotional, or physical.

#13 | Aim

Children are provided with a variety of experience that include small * and large group * activities--cognitive activities in areas such as language *, science *, math *, perceptual motor, such as in puzzles *, small motor as in construction *, and large motor indoor *, and outdoor * activities.

	#14 *	Small group activity
	#15 *	Large group activity
Must	#16 *	Small group -- Language game
	#17 *	Small group -- Science
	#18 *	Small group -- Math
	#19 *	Small motor -- Puzzles
	#20 *	Small motor -- Blocks
	#21 *	Large motor -- Indoor play
	#22 *	Large motor -- Outside play

All activities are carefully planned so that paraprofessionals and helping family members can quickly grasp the objectives for the day for each child. (Pause) Training *

for the staff occurs on both a preservice basis (pause) - typically in several days of workshop sessions (pause) -

#23 | Training

and on an inservice basis in daily planning * sessions that are held by teachers, parents and paraprofessionals before

#24 | Planning

and after school each day.

During the planning sessions * the development of each

#25 | Making Toys

child is reviewed and plans are made for the next objective and activity.

Since the lessons are so carefully planned, paraprofessionals and family members can and are used to extend the efforts of the supervising teachers.

Since many services * such as medical, social work, counseling and economic assistance, are available in the community,

#26 | "Psych" and Adults Talking

cooperative arrangements with community agencies are constantly being developed and maintained.

The fifth major component * of the PEECH Project is the Family Participation portion of the program.

#27 | Family Group

Although as you have seen the PEECH approach contains five major components, this presentation will focus primarily on the family participation portion of the program.

In understanding the family participation program, it is important to remember * that the members of the family

#28

Family Participation
1. Policy making 2. Direct teaching a. Home b. Classroom 3. Supporting activities a. Make materials b. Coordinate with agencies c. Help other parents

are continually participating in all aspects of the program--including the development of policy for the project and for the classroom, in the direct teaching of the child at home and at school, and in efforts which support the classroom. (Pause)

Why the whole family and not just the parents? Most studies of early education programs reveal that the successful programs are those which have substantial parent involvement. Recent studies conducted at the Universtiy of Illinois and other locations suggest that the concept should be broadened to include all available family members. Siblings and grandparents are thus included in the program wherever possible. Basic to family participation in the PEECH Project is the *

#29

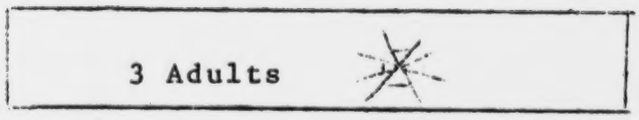
The ATSEM Model

"ATSEM" Model. The letters in ATSEM stand for acquaint, teach, support, expand, and maintain. Graphically, * the model can be presented with these symbols for acquaint, teach,

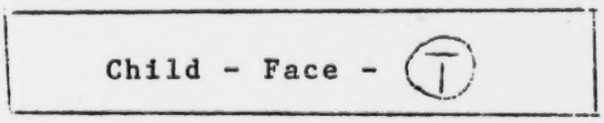
#30

support, expand, maintain. Note that the small dot in the center of each symbol represents the child who is the focus of the program. In the first symbol, the letter "A" helps us remember that acquaint is the first step in the model. In the second symbol, the letter "T" reminds us that teaching is the mode by which we attempt to help the children. The target's design serves to remind us that teaching is based on specific goals designed for each child. In the third symbol, the hidden letter "S" reminds us that support for parents often occurs in subtle ways. The letter "E" in the fourth symbol is expanded, to remind us that expansion out of the traditional rut of working with the child occurs when the parents feel successful in their efforts. In the last symbol, notice how the "M" continues to move into the future as the family is maintained through the project. The model has been developed to help teachers and parents understand their role in the program.

It is important to note the model concerns people who are changing. Parents must first * become acquainted with the program; then they must

#31 

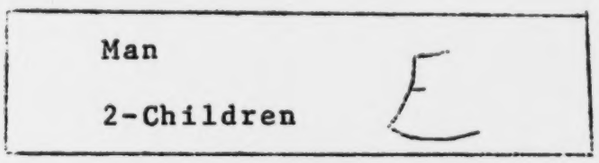
learn * how to <u>teach</u> their

#32 

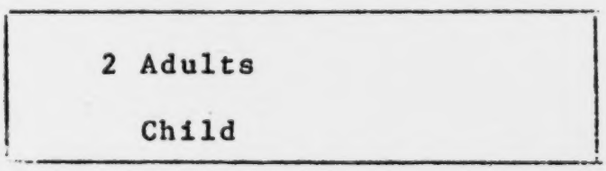
child, * receive <u>support</u> from the program,

#33

be * encouraged to <u>expand</u> the child's and families horizons,

#34 

and * then helped to <u>maintain</u> gains.

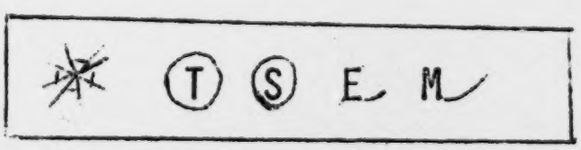
#35 

Since it is a process * some parents may be helped to <u>maintain</u> what they

#36

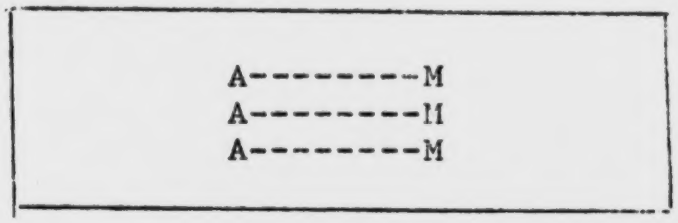
have learned by acquainting new parents with the program. The model must be viewed as one of change.

It is not * a static model which boxes people in categories.

#37 

* The level and nature of involvement at each stage of the process varies with

#38



the needs of each individual. (Pause) * This graph illustrates how an individual might be involved in several phases

#39

of the process at the same time. Note that at one time he is involved at different levels in each process. Observe how the "acquaintance" phase disappears as the family members begin to learn how to teach the child, how the family receives support from other people and then as they become confident, how they expand their horizons and maintain their gains.

The process of preparing the parents to teach starts as soon as possible after the family is initially acquainted since it is the anticipation of being able to do something productive that helps complete the acquaintance phase. Note that the teaching phase reaches a peak then decreases while the "expand" and "maintain" phases increase.

The support phase is difficult to depict since, for some families, considerable support is needed even to recruit the family for the project. In this instance support would have to be provided early. On the other hand, support may be required later in the process as a family begins to adopt

a realistic view of their child. Later, as the family gains confidence they expand outward and pursue other goals. Finally, the family reaches the maintenance stage, when it functions as well as possible.

Now that you have been introduced to the basic model, let us talk about putting the model into action * Acquaint (Pause)

#40

Acquaint

* Acquaint - Act -- the two words really go together. It takes lots of "Action"

#41

Acquaint to Act

on the part of the entire staff to * "acquaint" the new family with the program.

#42

Acquaintance begins as soon as project personnel hear of a child who might be a potential candidate. Background information on the candidate is gathered as quickly and fully as professional ethics and privacy permit, to determine if the child is of the appropriate age and likely to prove eligible. Caution is observed during all stages of the project to prevent parents from developing unrealistically high or low expectations for the child.

Once the background data are screened, * the parents of

potentially eligible children are contacted by a home visitor

#43

Red Light	Yellow Light	Green Light
Initial interpretation →	Psycho-social screening of child →	Parents' permission

who provides a brief initial interpretation of the program and obtains permission for a complete psycho-social-evaluation. Again, care is taken to insure that the hopes or fears of parents are not unduly stimulated.

During the psycho-social screening process the child is seen by a psychologist, data on the child's physical condition are obtained, and a detailed home history is made. Information from the screening is presented to an admissions committee who review the data and consider whether or not a child is eligible and, if so, how might he fit into a specific class or group of children. After a child is found eligible, the parents are informed about the evaluation and their permission is obtained to place the child in a class. * The child, then, enters a class for a final in-school screening evaluation.

#44

2 at school door

The in-school screening lasts for 2-6 weeks during which time specific plans and goals are established for each child.

Meanwhile * parents enter a series of <u>group meetings</u> designed to acquaint them with the program and help them

#45

Group Meetings - Class Observation	- Individual Discussion

learn to feel at ease with other parents. Typically, the procedure is to discuss the problems of the child and family in an open, positive way with the attitude being "what can we realistically do?" Outside experts frequently attend the meetings to discuss everything from behavior problems to laws that affect their child, from safety and first aid in the home to public reaction to their handicapped child. Speakers are selected on the basis of the needs of the group assembled and not on some preconceived needs of the staff.

During the acquaint phase parents make classroom observations and have individual discussions with staff members or other parents. * The end of the acquaintance phase is indicated

#46

Group - Meeting
Acquaint - Act

when the family develops a feeling of rapport with the other families and an understanding of the role of teachers and their children. Such an attainment is often not signaled by any specific action, but revealed by the feeling of staff members that they will be able to discuss freely both positive and negative ideas with the family.

* A project goal for the acquaintance phase is "to develop the ability of families to participate effectively with project

#47

Acquaintance Goal:
To develop the ability of family members to participate effectively with project staff, children, and other families.

staff, children and other families." To attain this project goal, subgoals or objectives are developed. For example *

#48	One adult from each family will attend weekly group meetings at least 80 percent of the time.

one objective is "One adult from each family will attend weekly group meetings at least 80 percent of the time."

Attainment of such an objective indicates that the family is making progress towards the project goal. * Evaluation of the attainment of the objective and goal can be made by

#49	Attendance

charting attendance each week. When a parent starts, his uncertain commitment to the program is displayed by the question marks. A chart of his attendance hopefully reveals a consistent attendance pattern which leads upward to the stars. Failure to attain the objective is indicated when attendance drops below criterion.

The Evaluative process helps direct the attention of staff personnel to problem areas. For example, if attendance records reveal that an adult failed to attend a meeting, an immediate follow-up home visit can and should be made. The follow-up is positive since its goal is to win the confidence and cooperation of the family, not drive them away. The reason for the visit is positive, "We make toys." or

"We discussed a special topic at the meeting and I knew you would want to know so I dropped by for a minute to tell you." We tell the family, then leave, ignoring typical excuses, but alert for possible real problems, i.e. sick children in the family, pressure by brother and sister for attention, complaints by the parent of problems at school. Frequently, after one parent has learned that the project is <u>not</u> a threat, the whole family becomes more involved.

One hundred percent attendance is not a realistic goal. On the other hand, school personnel can give up too quickly or fail to seek alternate routes for involving parents. Since understanding of one's self is crucial to helping a handicapped child, help for the reluctant or rejecting parent is of primary importance.

Since many families of handicapped children are emotionally torn, understanding support from others * with the same problem can be extremely beneficial to the entire family.

#50 | 2 Parents Talking |

One principle basic to involving families is to insure that they engage in a meaningful, productive activity each time they come to the project. This principle is nowhere more apparent than when trying to involve fathers, * (pause) who

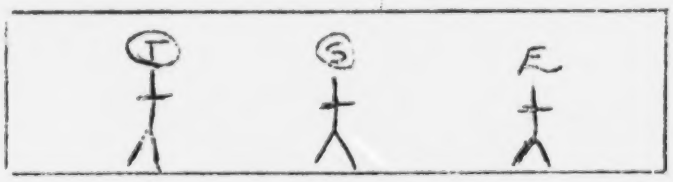
#51

pose a special problem (pause); * in addition to other reasons,

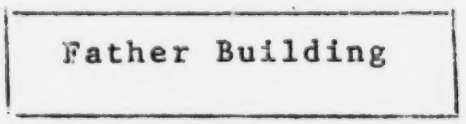
they have a built-in and realistic reason for not participating--their job. There is no easy solution to the fathers'

#52

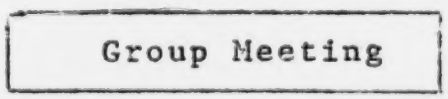
problem. * Participation in teaching, both at home and at school, especially in male role activities, in the building *

#53 

of toys and equipment, special discussion groups * for fathers

#54 

only, and the task of involving their offices, jobs,

#55 

acquaintances, in "expansive" activities can be used as ways of acquainting and involving fathers in the program. Using them to involve other parents may also help provide a solution.

The preceding techniques have been successful in a Midwestern community. Changes, of course, will have to be made in developing techniques that work in other settings. The principle, however, remains -- <u>parents can be involved when an appropriate procedure is used</u>.

* If one principle can be established for working with parents it is that parents learn and participate best when

the goals are translated into specific, concrete, problem based, positive activities clearly instructed.

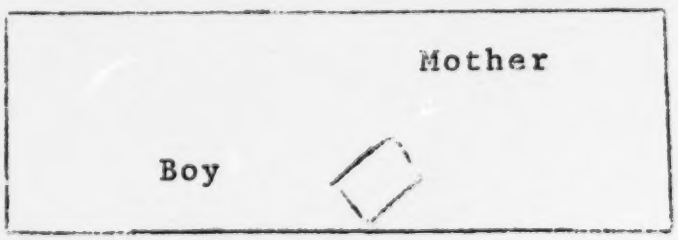
#56

Parents learn best when goal is

1. Specific
2. Concrete
3. Problem based
4. Positive
5. Clearly instructed

In this approach, "specific" means that the activity is limited in terms of time and materials. The activity should be accomplished in a rather short period of time with one set of materials. The second point, concrete, means that the activity is one which the parents can learn quickly, and easily and without abstract interpretation. A problem based activity is one in which the parents or teacher, observe some need or problem in their child and then develops an activity to meet the need. Selecting activities in this way helps ensure that the parents understand the need for working with the child because the relationship between the need and the activity is obvious. An activity should always be positive. The activity should focus on helping the child learn, * develop, improve by helping parents learn how to think positively,

#57



they begin to look for those things in the child that are good and supportive rather than for things that he cannot do. Once

parents learn how to look toward the good, they become so busy watching their child grow that they can ignore unimportant problems that arise. Activities for working with parents must be clearly instructed. This means that the parents themselves are clearly taught how to use the activity with the child and that their teaching of the child is carefully planned, and organized. By knowing what they are going to do, parents gain confidence in themselves and their child and transmit this positive confidence into their teaching. Once they gain confidence in teaching the small activities, parents tend to expand into other areas.

* Activities that follow these principles are not appropriate when acquainting and involving the parents in the

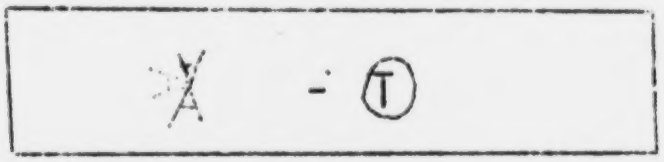
#58

1. Constructing equipment
2. Teaching a structured activity
3. Problem response in a family group discussion
4. Seeking community assets

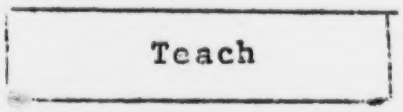
in the program. The first two specific activities "constructing equipment" and "teaching structured activity" provide a direct application of the principles. Once the family is involved, they expand their horizons so they can respond to problems presented by others during family group discussions. Similarly, some members of the family demonstrate growth by seeking out that other community asset that may prove beneficial to their child or to other participants in the program.

As we said earlier, we are concerned about the process of the family development.

* As a family becomes more acquainted with the project, they are ready to increase their efforts learning more about

#59 

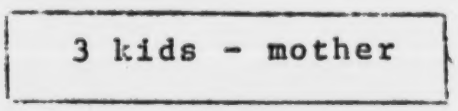
how to * teach (pause) their child.

#60 

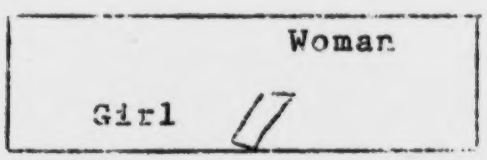
* Teaching typically occurs in one of two places:

#61

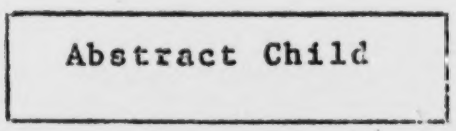
* (pause) (1) in the home or

#62 

* (2) in the classroom.

#63 

The goal of teaching may be * to develop a new skill or concept in the child or to reinforce knowledge that has been learned in

#64 

another setting.

Family members can readily learn to teach their own and

other children in school because the teacher and parent develop specific procedures for working with the child -- procedures that include evaluating the success of the approach.

Family members go through a sequence of activities to prepare them to teach. First * , they meet in groups to learn about the child and his needs and the family needs

#65 | Group Slide

aroused by the child's handicaps. Second * the teachers discuss the technique of setting goals for children each

#66 | Trenna - Parents

day.

During the discussion they illustrate how different objectives are set for each child. Ways of rewarding the child for each gain that he makes are discussed so the family can use these procedures at home as well as at school.

When they are well prepared * , family members are taken to the observation room where they can see the children as

#67 | Observe teacher using structured plans

the teachers work with them. The objectives and procedures for the day are explained for each child so the family member can see how the teacher tries to work toward the objectives for the day.

To insure that they understand the approach, or to help

them learn how to use the approach * , family members may role play the activity that they will be teaching.

#68

Woman Woman Game

Fifth, * the family member is ready to actually teach

#69

Grandmother - Teach

in the classroom. Actual teaching in the classroom setting *

#70

Father - Teaching

seems important because it helps the parent develop realistic but positive attitudes toward the child. It allows the parent to compare his child with other children so as to realize that each child has some potential. Also, the parent is working in a setting where he can receive * support and feedback when something goes wrong or right.

#71

Feedback Tape Recorder

* One of the crucial aspects of the program is in helping family members learn how to improve their effectiveness when

#72

a. Video tape b. Audio tape c. Teacher's report d. Home visitor report

working with their child. Although the structured lessons help make the approach much more objective, one of the most

useful tools is to video tape the family members working with the children. Video tape need only be observed by parents for them to say "Boy, I goofed there. I really should have done something else." The family member, then, is the one to see the need for and make the change. Video tape is extremely useful with handicapped young children since most of their learning is demonstrated motorically, which is observable visually.

Audio tapes are used as a second method but are not nearly as effective as video tape.

Teacher's observations can be extremely helpful although more difficult to use than video tape. Feedback from home visitor reports present some of the same problems as teacher reports. For the teacher's observations to be useful, the parent must be able to accept the teacher's criticisms. One way to alleviate this problem is for the teacher to view working with the parent as a part of the educational process, i.e., the teacher must teach the family member to teach the task to the child. Using this point of view the teacher can be more objective than if he enters into some other type of relationship with the parent. Each teacher must remember that, although it is easier for the teacher to teach the child directly, the parent fails to learn how to approach similar problems. Since parents as well as children must be taught, objectives are established for family members as well as children. For example * the first sentence illustrates a

#73

1. When asked if he wants water, Timmy will respond by saying "wawa" at least once each day.

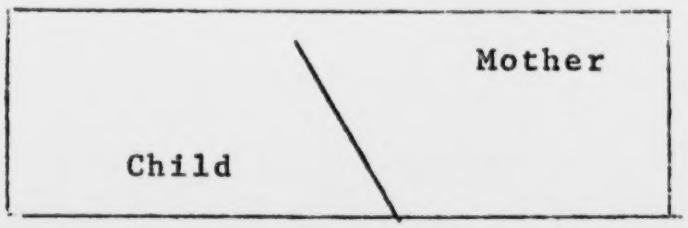
2. When he says "wawa", Timmy's Mother will smile warmly and say "Here is some water."

behavioral objective written for a child. (When asked if he wants water, Timmy who has little expressive language will respond by saying "wawa" at least once each day.)

The second objective is written for a parent. (When he says "wawa", Timmy's Mother will smile warmly and say "Here is some water.")

In addition to teaching in school, family members also teach the child * at home working on such problems as

#74



developing good eating skills, improving language behavior, learning new ideas and extending those taught at school. Techniques learned in school and in discussion groups are applied in the home setting. * The home visitor observes the family member and the child in the home and then discusses

#75

2 Adults and Child

with the parent ways of reaching the goals that the parent desires.

The purpose of the home visit is to help the parent become a more effective teacher of his child. The home visitor observes the parent in a teaching situation and makes suggestions for improving instruction. The home visitor may find it appropriate to demonstrate a technique. However, he should not spend large amounts of time directly teaching the child but must instead make careful observations and recommendations based on the way the parent behaves with the child.

Many times the parents will lack the materials needed to teach a child a concept. * A lending library is established to provide families with the materials they need at the time

#76 | Lending Library

that they are needed.

One of the basic concepts behind the entire teaching phase is that after a fairly brief introduction, family members learn while they are doing. Everything they learn is tied directly to problems related to their child.

One of the basic needs of parents that arise during the project is the need for * support. Thus the third area of the ATSEM model

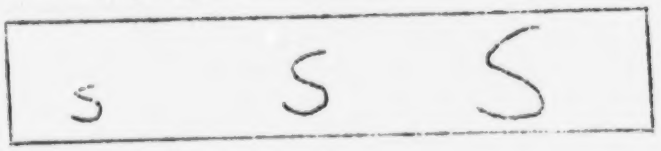
#77 | SUPPORT

is * "Support." The need to support and encourage the efforts of family members

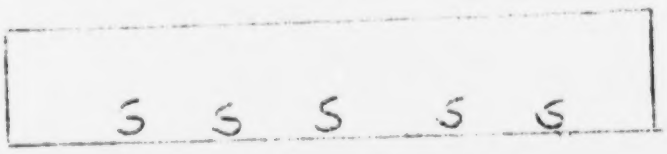
28

#78 | (S)

often starts * early (pause) and

#79 

* lasts through the project. (Pause) By support, we mean assistance with any physical, economic, social or emotional

#80 

problems that the family may have. This does not mean that the project necessarily provides for these needs. If a family is on A.D.C. and needs money, project staff will assist the family in cutting through red tape, or learning where new help may be found. * If the problem is of an

#81

emotional nature, support may come from other members during group discussion or through private consultations with project staff or other resources in the community.

One of the most effective means of support is provided by the opportunity to explore attitudes and feelings with others who have similar problems. The goal of support is not to make all family members alike. Rather it is to allow them the opportunity to develop to the best of their ability. Since families come from all walks of life it must be understood that one * of the few things they have in common is

#82 Mother - Child

their multiply handicapped child. Thus, family members may arrive at divergent solutions * to the problems but solutions that are usually much better because the family

#83 Rorschach

members have had an opportunity to consider various alternatives.

Since families have many different kinds of problems, each family requires a different kind and amount of support. Some families need lots of support before they can ever attend the first meeting. Once there, however, they quickly become deeply involved in the entire project. On the other hand, some family members may think they understand their child's problems and enter the project because it's "quote" expected. After they have been in the project for a short time, however, they may realize that the problem is much worse than they thought. Support must then be available in massive amounts to keep them from dropping out. Some families require economic support, others social or emotional support. Whatever the needs, they should be identified as quickly as possible and objectives established to overcome the problems.

Much of the support that family members receive, however, is intrinsic to the procedure developed in the project. Parents who were unhappy because their child never learned anything, now are happier because they see their child is

learning. * Once the child learns, the parent feels successful and a more

#84 | Child / Parent |

acceptable chain of events is ensured. *

#85 | Parent discussion |

In establishing discussion groups, several problems must be faced -- transportation, babysitting, scheduling of meetings.

Transportation should be provided for all who need it. It is an extreme problem for families of limited economic means. To attain consistent attendance, it is necessary to plan for and budget enough money to transport all who need it. Similarly, babysitting services are often needed when group meetings are held. Plans need to be developed to reimburse needy parents or to provide a babysitting service.

Scheduling of meetings presents another problem area. Group meetings are usually best when scheduled during the day when children are in school. Observations of the class, babysitting, and transportation problems are often eased by such a plan.

In addition, meetings must be scheduled at a time when fathers can attend; these are usually night meetings. Family participation in deciding upon the time is of great importance. Staff members must realize that the project

is for the benefit of the families and the children and <u>not</u> for the benefit of staff. Initially, the meetings should be held at least once a week. After the families are well acquainted in the program and actively involved in the classroom, the frequency of the meetings might drop to once every two weeks or once a month as the families become self-sufficient. A support group for individuals who need to continue to discuss personal and family problems might well maintain a weekly meeting schedule throughout the year.

Sessions typically last 11/2 to 2 hours. Refreshments are served to facilitate more informal interactions.

* The letter e in the ATSEM model stands for "Expand."

#36 | Expand |

* Once family members learn how to work with the child in

#37

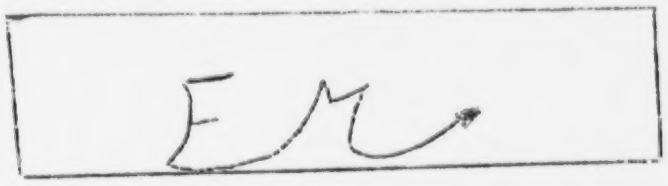
school and at home, they are ready to start applying their knowledge and skill in other areas: * trips to the store

#88 | Woman Male
2 Children |

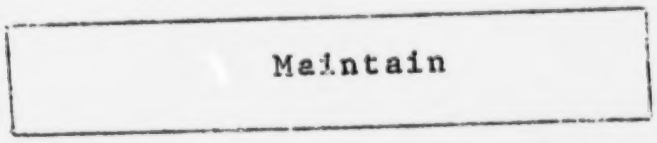
become learning events. Parents who previously did not take a child to the store for fear that he would break something or be ridiculed by neighbors, now take the child and view the trip as a learning experience for the child.

Keys to success during the expand phase include ingenuity on the part of teachers and parents, reinforcement of the parents by the teacher, reinforcement of the child by the parents, and the growth and development of a backlog of successful coping strategies by the parents.

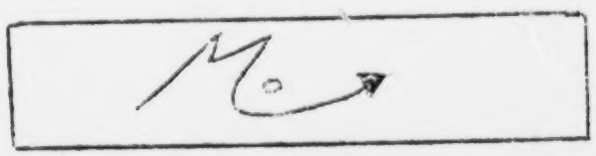
* As the family progresses through the Expand phase they begin to enter the

#89 

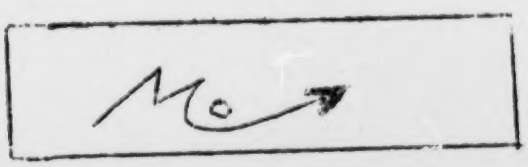
maintain * phase of the model.

#90 

The "maintain" phase of the model is not expected to provide special problems. By the time that family members have entered the maintain * phase

#91 

they will have learned a variety of new techniques for working with a handicapped child, resolved many of their problems and have reached the highest level of success that is possible for them. Leaving the project, then, should be a matter of natural development * in which the parents gradually show less concern about problems and participate

#92 

less in the project. The relationships between families should decrease in intensity as the importance of the common problem of the multiply handicapped child decreases.

It is anticipated that all family members will be maintained in the project so long as their child is in the project and longer if necessary for the good of either. Parents will be encouraged, however, to mature along with their child and to solve new problems as they arise.

Although the basic approach is called the ATSEM Model, it is only a guide. One of the assets in using a model is to be able to flexibly * plan for action.

#93

ATSEM

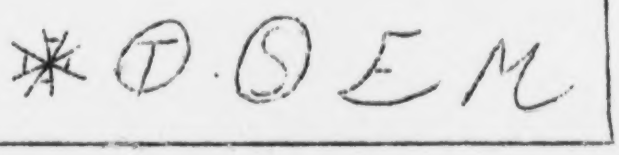
OR

As stated earlier, the needs of families differ. To meet these differing needs, the model might be applied as ASTEM in which the support phase is entered early, before the teaching phase.

Another way is to use the model as ASTSEM in which the support phase is needed both before and after the teaching phase.

You have now completed the introduction to the ATSEM Model * for working with the families of preschool handicapped

#94



children. The model * is left vague at some points, because

#95 The ATSEM Model

we lack time and knowledge to make it more specific. It is felt, however, that the model should help orient the thinking of professional and paraprofessional personnel to some of the problems inherent in working with families with handicapped children. By developing the attitude that it is the entire family that we need to be concerned about, the personnel can be more objective and more effective.